

Student Name _____

Teacher Name _____

School _____

System _____

ENGLISH I

Item Sampler



Tennessee End of Course Assessment

English I Form 5

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

PEARSON

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

Contents

Introduction to English I	4
Content of tests	4
Test development	4
Test administration	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test	5
During the test.....	5
Directions for Using the Item Sampler	6
English I Item Sampler.....	7
Answer Key with Performance Indicator	41
Answer Key with Reporting Category and Performance Indicator.....	47

Introduction to English I

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.* The first 15 minutes are set aside to complete identifying data on the answer sheet.

I* The English I test formerly featured a 110-minute time limit.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English I carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English I, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for English I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 41. Use it to check your answers. Review items that you get wrong.

Read the poem and answer questions 1 through 8.

Uprooted

Chance blows in, a sudden gust of wind
threatening to leave me behind
quivering and quaking in its wake.

But I am determined this time.
It is only when I try to leave
that I realize how deep my roots have grown.

It takes effort to pull myself from
this warm spot, to shake off
the stones and soil I used as anchors.

Kicking my feet free, I throw myself onto the trailing wind,
taking one last wistful look at the hole I leave behind,
familiar and warm, and fast disappearing into my past.

I turn to face the future rushing at me,
my rigid body, battered by erratic currents
until I exhale, and surrender to the journey.

The familiar world is suddenly foreign,
breathtaking and dazzling from this dizzying new height
and I understand what you have been telling me all my life.

This view is worth the possibility of falling.

Reporting Category: Language

Numbers 1 through 2

Performance Indicator: 3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).

1.

Read this excerpt from the poem.

The familiar world is suddenly foreign

Which sentence pattern is used in the excerpt?

- ☐ A subject – verb
- ☐ B subject – action verb – direct object
- ☐ C subject – linking verb – subject complement
- ☐ D subject – action verb – direct object – object complement

Performance Indicator: 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

2.

Read this excerpt from the poem.

I turn to face the future rushing at me,
my rigid body, buffeted in erratic currents
until I exhale, and surrender to the journey.

Based on the context of this poem, what does the word erratic mean?

- ☐ A exotic
- ☐ B unfamiliar
- ☐ C dangerous
- ☐ D unpredictable

Reporting Category: Writing and Research

Numbers 3 through 3

Performance Indicator: 3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

3. **Read this excerpt from the poem.**

It takes effort to pull myself from
this warm spot, to shake off
the stones and soil I used as anchors.

Which word could replace warm to strengthen the description?

- ☐ A hot
- ☐ B kind
- ☐ C snug
- ☐ D tepid

Reporting Category: Logic

Numbers 4 through 5

Performance Indicator: 3001.5.1 Make inferences and draw conclusions based on evidence in text.

4. **Read this excerpt from the poem.**

But I am determined this time.
It is only when I try to leave
that I realize how deep my roots have grown.

What can the reader infer about the speaker of the poem?

- ☐ A The speaker has wanted to make a change for some time.
- ☐ B The speaker was confused about what to do next.
- ☐ C The speaker once lived somewhere else.
- ☐ D The speaker needed someone to help.

Performance Indicator: 3001.5.2 Choose a logical word to complete an analogy.

5. **Choose the correct word to complete the analogy.**

Photograph is to wistful as gift is to _____.

- ☐ A apathetic
- ☐ B energetic
- ☐ C successful
- ☐ D thankful

Reporting Category: Literature

Numbers 6 through 8

Performance Indicator: 3001.8.7 Differentiate between mood and tone in poetry or prose.

6. **Read this stanza from the poem.**

The familiar world is suddenly foreign,
breathtaking and dazzling from this dizzying
new height
and I understand what you have been telling
me all my life.

In the stanza, which tone does the author use and which mood does it create in the reader?

- ☐ A The tone is carefree, and the mood is serene.
- ☐ B The tone is excited, and the mood is uplifting.
- ☐ C The tone is bewildered, and the mood is tense.
- ☐ D The tone is frightened, and the mood is concerned.

Performance Indicator: 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).

7.

Read this stanza from the poem.

Kicking my feet free, I throw myself
onto the trailing wind,
taking one last wistful look at the hole I
leave behind,
familiar and warm, and fast
disappearing into my past.

Which sound and metric device is used in the third line of the stanza?

- ☐ A internal rhyme
- ☐ B blank verse
- ☐ C free verse
- ☐ D slant rhyme

Performance Indicator: 3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

8.

Because this poem expresses the personal feelings of the poet, it is best categorized as which type of poem?

- ☐ A dramatic
- ☐ B ballad
- ☐ C lyric
- ☐ D epic

Reporting Category: Communication and Media

Numbers 9 through 10

Performance Indicator: 3001.2.2 Distinguish between a summary and a paraphrase.

9.

Read this excerpt from a short story.

Marco knew that the rest of the track team was watching as he fought for position in the race. The afternoon sun beat mercilessly upon him, but he continued to pump his arms rhythmically. Marco sped ahead of everyone else; only one opponent remained next to him. With muscles groaning in protest, Marco launched himself forward, increasing his pace and taking the lead. He crossed the finish line in first place and a sea of smiling faces immediately engulfed him.

Which is a paraphrase, not a summary, of the excerpt?

- ☐ A Marco was on the track team. It was very hot and he felt his muscles groaning. Marco pumped his arms and ran until he was in the lead. He won the race and everyone was happy. Marco worked hard to get in the right position to win.
- ☐ B Marco worked hard to win a race. Eventually, only Marco and one other opponent had a chance to win the race. Marco ran faster and was able to win the race, and his friends congratulated him.
- ☐ C It was hot and Marco was running. He wanted to win his race and knew that his team was watching him. Marco gained the lead and won the race. Marco was able to win because he pushed himself to run faster.
- ☐ D The sun beat down on the track. Marco wanted to win his race. His team was watching him battle to the front of the pack. Finally, Marco had only one person left to beat. Marco felt tired but he lunged forward and ran faster. He crossed the finish line in first place. Everyone ran out to congratulate him.

Performance Indicator: 3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

10.

Identify the most effective strategies for working with a team.

- ☐ A listen to all ideas presented; allow certain members to speak; share some of your resources
- ☐ B listen to each person; take turns speaking to ensure equality; consider all ideas presented
- ☐ C identify the needs of the team; allow time for personal discussions; choose the topic before the meeting
- ☐ D assign parts to each person; take control of the meeting to ensure efficiency; allow discussion of a few ideas

Reporting Category: Literature

Numbers 11 through 11

Performance Indicator: 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

11.

Read this excerpt from a story.

The clouds hung heavily above the campers' heads. A low growl of thunder sounded in the distance, and the bare trees promised to offer little shelter from rain.

"I suppose we had better plan on a wet night," Ling sighed as he and his father crawled into the tent. The sparse woods grew quiet around them, as if anticipating the coming storm.

What mood does the setting establish?

- ☐ A lonely
- ☐ B desolate
- ☐ C terrifying
- ☐ D foreboding

Reporting Category: Communication and Media

Numbers 12 through 13

Performance Indicator: 3001.7.3 Choose a visual image that best reinforces a viewpoint.

12.

Read this advertisement.

Armstrong Outdoors services all brands of lawn sprinklers. We can handle lawn sprinkler rerouting for pools and installation of pump and drainage systems. We also install landscape lighting, playground equipment, and even outdoor entertainment systems. Our employees come prepared for any job. One call does it all!

Which image would be the best addition to the advertisement?

- ☐ A a green lawn with large trees
- ☐ B a family swimming in a pool
- ☐ C an employee with a tool kit
- ☐ D a sprinkler system diagram

Performance Indicator: 3001.7.1 Draw an inference from a non-print medium.

13.

Look at the photo.



What can be inferred from this photo?

- ☐ A The girl is too tired to walk.
- ☐ B The boy dislikes pulling the wagon.
- ☐ C The boy and the girl are brother and sister.
- ☐ D The girl and the boy are playing in the yard.

Reporting Category: Language

Numbers 14 through 16

Performance Indicator: 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

14.

Which sentence shows correct pronoun/antecedent agreement?

- ☐ A Every night, the soccer team meets its coach at the field to practice.
- ☐ B The class will take their final exam for the semester tomorrow.
- ☐ C The marching band is excited to go to their first competition.
- ☐ D The student council disagrees about their budget analysis.

Performance Indicator: 3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

15.

Read these sentences.

As we walked in the main doors of the museum, the beautiful yet antiquated furniture impressed us. The collection must have taken years to acquire.

Based on the context of these sentences, what does antiquated mean?

- ☐ A old
- ☐ B worn
- ☐ C modern
- ☐ D expensive

Performance Indicator: 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

16.

Read this sentence.

Carrie knew there was no account she could give for her tardiness that would satisfy Ms. Elmsley.

ac·count (noun) 1. a record of debt and credit entries 2. a statement explaining one's actions 3. a measure of value, importance 4. a careful thought

Which definition matches account as it is used in the sentence?

- ☐ A definition 1
- ☐ B definition 2
- ☐ C definition 3
- ☐ D definition 4

Reporting Category: Writing and Research

Numbers 17 through 17

Performance Indicator: 3001.4.3 Evaluate the reliability and credibility of sources for use in research.

17.

Joseph is researching for a report about the life and art of Leonardo Da Vinci. Which Web site will provide the most valid source of information for his paper?

- ☐ A www.universityofitaly.edu
- ☐ B www.italianart/davinci.org
- ☐ C www.leonardodavinci.com
- ☐ D www.museumoffineart.net

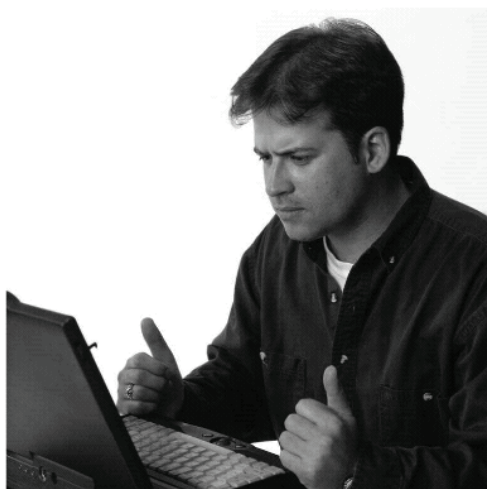
Reporting Category: Communication and Media

Numbers 18 through 21

Performance Indicator: 3001.7.2 Select the type of conflict represented in a non-print medium.

18.

Look at the photo.



What is the primary conflict in this photo?

- ☐ A person vs. self
- ☐ B person vs. nature
- ☐ C person vs. person
- ☐ D person vs. machine

Read the speech and answer questions 19 through 26.

Keep Electives in School

Currently, schools all over the nation need to make difficult financial decisions regarding cuts to programs and staff. While I understand that cuts are necessary, one budgetary cut truly concerns me. Electives are the most recent educational expenditure to face drastic cuts, and that concerns many students and faculty. If giving students a well-rounded, balanced education is our goal, then these cuts should not occur.

First and foremost, schools institute electives to give students the opportunity to explore subjects that they genuinely find interesting. According to recent studies, electives motivate students to participate in new experiences and learn while their brains are receptive to new information. Although they might find one of the four core classes interesting or enjoyable, the elective provides a choice. As any educator knows, the power of choice to a student is immeasurably important in giving the student ownership over his or her educational career. Typically, students could choose classes in art, music, home economics (consumer arts), or journalism as a way to explore a subject that interested them. Electives help student performance in their core classes as well. Students look forward to their electives, and the school day stays exciting. These elective courses help give the day balance. It is a fact that you cannot push children and teens in rigorous academics for an entire school day. They need time to decompress and do something enjoyable. Students can return to their more difficult courses with better focus and clarity.

Most adults have a hobby of some kind, an activity that they do in their spare time to bring joy to their lives. Many adults may have found this hobby through an elective course that they took in school, whether it is painting, sculpture, woodworking, cooking, sewing, or music. Children need exposure to these subjects and topics while they are young because the brain is growing at a rapid pace. Neurological studies indicate that the synapses in a young, growing brain fire and connect at a more rapid pace than in an adult brain. Therefore, exposing children to a variety of information and subjects at a young age helps them to learn and retain those topics, like language and music. Children are naturally imaginative, have a unique perspective, and are fearless. Why not encourage those traits with as many elective topics as possible? When they love what they learn, you create true, lifelong learners.

The main mission of schools is to make all children successful learners, but not all children have the same talents, abilities, or interests. Not everyone is going to be a star math or English student. Students who struggle in one area may excel in another. I know a man who, as a child, struggled with certain subjects and barely passed some of his classes. Yet, when it came to art class, he was a shining star. He had an amazing talent, and he won awards for the things he created. That gave him the confidence to continue in school and feel good about himself. Even though he was not a superior math or Latin student, he knew he was a talented artist. Instead of feeling unsuccessful, he felt proud of his creativity and accomplishments. As an adult, he still sketches and draws, and it gives him a great deal of happiness. He still keeps a portfolio of his projects using different media and techniques he learned in his elective classes. He may not have known the extent of his talent if it had not been for his wonderful art teachers in the elective classes he chose in school.

Schools need to teach more than basic academics and mandatory classes; they need to create lifelong learners. Schools should strive to produce well-rounded and balanced adults who contribute to their communities in more than one capacity. Schools also need to foster positive morale in our educational facilities by offering electives that give students an outlet to be unique, which makes them more comfortable and more confident learners.

Performance Indicator: 3001.2.2 Distinguish between a summary and a paraphrase.

19.

Read the excerpt from the speech.

First and foremost, schools institute electives to give students the opportunity to explore subjects that they genuinely find interesting. According to recent studies, electives motivate students to participate in new experiences and learn while their brains are receptive to new information. Although they might find one of the four core classes interesting or enjoyable, the elective provides a choice. As any educator knows, the power of choice to a student is immeasurably important in giving the student ownership over his or her educational career.

Which of the following is a paraphrase, not a summary, of the excerpt?

- ☐ A Schools provide electives to give students a chance to discover new interests beyond the required classes and give them some power over their education. Studies indicate electives motivate students to learn more.
- ☐ B Students need choices in their education to remain interested and to feel that they have some power over their education. Studies show electives motivate students to take control of their choices.
- ☐ C Studies prove electives give students more opportunities than the basic four core subjects and help them feel in control of their education.
- ☐ D According to recent studies, students have the ability to choose electives to explore their interests outside of the four basic core classes.

Reporting Category: Writing and Research

Performance Indicator: 3001.2.3 Distinguish between a critique and a summary.

20. Read this paragraph.

The speech "Keep Electives in Schools" helps readers and listeners understand the importance of electives to students. The speech outlines several reasons that emphasize the importance of electives, such as maintaining a balanced education, creating well-rounded students and life-long learners, and giving students a creative outlet for their talents. The speaker explains that electives may be the only place where some students will feel successful.

The paragraph is a summary, not a critique, because it

- ☐ A persuades the reader to listen to the speech.
- ☐ B provides information from the speech.
- ☐ C expresses an opinion about electives.
- ☐ D describes the benefits of electives.

Performance Indicator: 3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

21. Read this excerpt from the speech.

Children are naturally imaginative, have a unique perspective, and are fearless. Why not encourage those traits with as many elective topics as possible? When they love what they learn, you create true, lifelong learners.

Which rhetorical device is used in the excerpt?

- ☐ A analogy
- ☐ B hyperbole
- ☐ C rhetorical question
- ☐ D parallelism and repetition

Performance Indicator: 3001.3.2 Choose the most effective order of sentences in a paragraph.

22. Read this excerpt from the speech.

(1) Typically, students could choose classes in art, music, home economics (consumer arts), or journalism as a way to explore a subject that interested them. (2) Electives help student performance in their core classes as well. (3) Students look forward to their electives, and the school day stays exciting. (4) These elective courses help give the day balance.

Which is the best order for the sentences?

- ☐ A 4, 1, 2, 3
- ☐ B 1, 3, 4, 2
- ☐ C 2, 1, 3, 4
- ☐ D 3, 1, 2, 4

Performance Indicator: 3001.3.9 Identify a statement that reveals the writer's attitude.

23. Which sentence reveals the speaker's attitude about electives?

- ☐ A Most adults have a hobby of some kind, an activity that they do in their spare time to bring joy to their lives.
- ☐ B Children need exposure to these subjects and topics while they are young because the brain is growing at a rapid pace.
- ☐ C Neurological studies indicate that the synapses in a young, growing brain fire and connect at a more rapid pace than in an adult brain.
- ☐ D Children are naturally imaginative, have a unique perspective, and are fearless.

Performance Indicator: 3001.3.13 Select the proper format to convey a set of work-related information.

24. The speech would be most likely to result in change if delivered to

- ☐ A the school board.
- ☐ B a school assembly.
- ☐ C the student council.
- ☐ D a parent association.

Reporting Category: Logic

Numbers 25 through 28

Performance Indicator: 3001.5.7 Differentiate between the stated and implied evidence of a given argument.

25. Which sentence from the speech gives stated evidence that electives are beneficial for students?

- ☐ A First and foremost, schools institute electives to give students the opportunity to explore subjects that they genuinely find interesting.
- ☐ B According to recent studies, electives motivate students to participate in new experiences and learn while their brains are receptive to new information.
- ☐ C The main mission of schools is to make all children successful learners, but not all children have the same talents, abilities, or interests.
- ☐ D Schools should strive to produce well-rounded and balanced adults who contribute to their communities in more than one capacity.

Performance Indicator: 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

26. Read this excerpt from the speech.

Schools need to teach more than basic academics and mandatory classes; they need to create lifelong learners. Schools should strive to produce well-rounded and balanced adults who contribute to their communities in more than one capacity. Schools also need to foster positive morale in our educational facilities by offering electives that give students an outlet to be unique, which makes them more comfortable and more confident learners.

This excerpt is an example of deductive reasoning because it

- ☐ A opens with supporting evidence that leads to a reasonable conclusion.
- ☐ B opens with a thesis statement followed by relevant supporting ideas.
- ☐ C ends with a conclusion that follows from the supporting facts.
- ☐ D ends with an opinion that follows from general facts.

Performance Indicator: 3001.5.10 Identify a false premise in text.

27.

Read this excerpt from a Web site.

You can use home remedies to treat a variety of illnesses and afflictions. Examples include mosquito bites, upset stomach, and bee stings. Many herbal treatments are effective when used safely and responsibly. You should be careful to check your sources for reliability before preparing any home remedy.

Which statement is a false premise based on the text from the excerpt?

- ☐ A All illnesses can be treated using home remedies.
- ☐ B Safety should be a priority when using home remedies.
- ☐ C People should do research before using home remedies.
- ☐ D An upset stomach may be treated using home remedies.

Performance Indicator: 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

28.

Simone wrote a speech for the student council elections. Which is the strongest argument Simone included in her campaign speech?

- ☐ A I want to be a part of the student council because I believe that I can help our school improve.
- ☐ B I show my commitment to the school through extracurricular activities, sports, and my own education.
- ☐ C I will change the student council involvement because I believe that our school needs to improve.
- ☐ D I grew up in this town along with most of you in the school, and you all know how responsible I am in everything I do.

Reporting Category: Writing and Research

Numbers 29 through 29

Performance Indicator: 3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.

29.

Read this Web page.

Kayak Clinic—Spend the Day on the Lake

Kayak Clinic is a nonprofit organization that teaches willing participants how to kayak. Kayaking provides a wonderful outdoor experience for families. Kayak Clinic teaches on Lake Winamuck every Saturday and Sunday from 9 a.m. to 5 p.m. Kayaks and training are provided free of charge for a two-hour block of recreation time. Families must reserve the kayak in advance. During the first thirty minutes of each time block, we provide basic training and a question-and-answer session. Take the class, then take to the lake for a day of fun family exercise!

Which statement presents an opposing view from the Web page?

- ☐ A Lake Winamuck is a large body of water.
- ☐ B The basics of kayaking are difficult to learn.
- ☐ C The kayaks are available for a limited time block.
- ☐ D Kayak rentals require reservations at Lake Winamuck.

Reporting Category: Communication and Media

Numbers 30 through 30

Performance Indicator: 3001.7.6 Infer the mood represented in a non-print medium.

30.

Look at this illustration.**What can be inferred from this illustration?**

- ☐ A The woman plans to walk to a park.
- ☐ B The dog dislikes walking in the cold.
- ☐ C The dog enjoys exercising outdoors.
- ☐ D The woman expects severe weather.

Read the short story and answer questions 31 through 37.

Inspiration

Tyson shuffled out of the classroom full of despair as if he carried the weight of the world on his shoulders. Initially, he had expected to breeze through the introductory art class simply because he loved art. He admired sculpture, enjoyed drawing and reveled in paints. When he learned that the local library was offering an introductory art class, Tyson immediately enrolled.

The class allowed students to try a variety of artistic media. As the teacher explained on the first day of class, a medium is the substance with which an artist works—it could be clay, chalk, stone, or watercolors. Unfortunately, as the class progressed, Tyson's worst fear came true. Although the heart of an artist beat within him, he could not find his medium.

The rest of the students filed out of the class. They chattered excitedly about the final project. Each student must design a creation using the medium of his or her choice. Tyson knew Sara would create a watercolor landscape painting so realistic he would be able to smell the spring grass. Sam would demonstrate his newly discovered love of transforming lumps of clay into beautiful, glossy pottery. Joseph would sketch some towering, Gothic architectural structure using pencils. Tyson had tried each of these media. The results had been *okay*, but he wanted to be *really good*, to feel inspired.

At home, Tyson sat in his room, intimidated by the blank canvas at his disposal. Various artistic implements lay scattered across his desk—brushes, paints, chalks, and pencils. His results with painting were acceptable; perhaps he would try that again. But staring at the vast expanse of endless white space on the canvas left Tyson feeling overwhelmed.

Frustrated, he moved away from the desk, glancing over at an old hardback book his younger sister, Sophie, had destroyed. Suddenly, inspiration struck as Tyson grabbed a jar of glue and brushed it over the canvas. Then, he gently laid the torn pages onto the canvas, allowing them to fall in a random, overlapping pattern until the entire space was covered.

Tyson stepped back and reviewed his work. *Well, that is . . . interesting*, he decided. *What next?* Tyson picked up brown paint and a brush and, working carefully, painted a couple of long, bending branches across the page-covered canvas. Although he had no idea how the final result would look, Tyson felt anticipation coursing through his veins, pushing him to take this creation further.

He cut a few birds out of a nature magazine and glued them to the branches. Then, he hunted until he found an old tube of oil paint and squeezed out large blobs of green paint along the branches, using a brush to push the paint in thick, textured leaf-like shapes.

Tyson stepped back, absently tapping a finger to his lips as he considered his creation. *Almost*, he thought, *but something is missing*. Tyson remembered the broken old clock lying in the garage and, with his mother's permission, removed several gears and coils, using spray paint to transform them. Once dry, Tyson glued the metallic pieces onto the canvas between the leaves on the branches where blossoms might be found. Hearing his mother call him to dinner, Tyson left the project to dry.

When he returned to the room, Tyson looked at his new creation and shrugged. "Looks like Dr. Frankenstein isn't the only guy who can make something out of random stuff."

Turning, Tyson smiled as Sophie walked into his room. Cocking her head to one side, she wrinkled her brow as she analyzed the canvas. "That's cool," she said, hesitantly. "What is it?"

Tyson's smile faltered. "It's art," he replied, then added, "I think."

The next day, Tyson carried his canvas into the art room, keeping the decorated side turned in toward him. He quickly took his seat as Mrs. Howard asked volunteers to present their work. One by one, students walked to the front of the class, presenting their projects and announcing the medium they had used.

"I am a sculptor," declared one student.

"I work with oil paints," stated another.

Tyson groaned as he tried to imagine what he could say.

I glue random junk to blank canvases, he thought glumly.

Finally, there was no one left but Tyson. He walked slowly to the front of the class. Taking a deep breath, Tyson turned his canvas for the class to see. He saw looks of curiosity on some faces. Other students leaned forward, waiting for an explanation he knew would never come.

"Um, I decided to . . ." he stammered, looking helplessly into the sea of expectant faces.

"Provide a brilliant example of mixed media art!" finished Mrs. Howard. She went on to explain that mixed media involves combining seemingly random objects and artistic styles into one artistic piece.

Tyson grinned, relieved. "Well, what do you know? It looks like I have a medium after all."

Reporting Category: Writing and Research

Performance Indicator: 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

31. Read this scenario.

The supervisor at a local grocery store would like to hire additional cashiers to work on Saturday mornings to accommodate the high volume of shoppers.

What is the best format for the supervisor to convey this idea to the store manager?

- ☐ A a memo
- ☐ B an e-mail
- ☐ C a meeting
- ☐ D a phone call

Performance Indicator: 3001.4.1 Select the research topic with the highest degree of focus.

32. Which is a highly focused research topic?

- ☐ A techniques for drawing realistic animals
- ☐ B choosing the proper tools for art projects
- ☐ C popular media within the local art community
- ☐ D the benefits of sculpting with clay rather than stone

Reporting Category: Literature

Numbers 33 through 37

Performance Indicator: 3001.8.2 Differentiate among verbal, situational, and dramatic irony.

33. **Read the excerpt from the passage.**

The class allowed students to try a variety of artistic media. As the teacher explained on the first day of class, a medium is the substance with which an artist works—it could be clay, chalk, stone, or watercolors. Unfortunately, as the class progressed, Tyson's worst fear came true. Although the heart of an artist beat within him, he could not find his medium.

The excerpt is an example of which type of irony?

- ☐ A situational
- ☐ B dramatic
- ☐ C verbal
- ☐ D no irony

Performance Indicator: 3001.8.7 Differentiate between mood and tone in poetry or prose.

34. **Read this excerpt from the passage.**

Finally, there was no one left but Tyson. He walked slowly to the front of the class. Taking a deep breath, Tyson turned his canvas for the class to see. He saw looks of curiosity on some faces. Other students leaned forward, waiting for an explanation he knew would never come.

Which of the following best describes the mood of the excerpt?

- ☐ A lonely
- ☐ B anxious
- ☐ C confused
- ☐ D disappointed

Performance Indicator: 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

35. **If "Inspiration" was set in Tyson's home, which aspect of the plot would be affected?**

- ☐ A the process of creating an art project
- ☐ B the interaction with other characters
- ☐ C the sense of nervousness
- ☐ D the search for a medium

Performance Indicator: 3001.8.14 Identify classical, historical, and literary allusions in context.

36. **Which sentence from the passage contains an allusion?**

- ☐ A Tyson knew Sara would create a watercolor landscape painting so realistic he would be able to smell the spring grass.
- ☐ B Joseph would sketch some towering, Gothic architectural structure using pencils.
- ☐ C "Looks like Dr. Frankenstein isn't the only guy who can make something out of random stuff."
- ☐ D "Well, what do you know? It looks like I have a medium after all."

Performance Indicator: 3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

37.

During what portion of the plot does Tyson become inspired?

- ☐ **A** exposition
- ☐ **B** rising action
- ☐ **C** falling action
- ☐ **D** resolution

Read the draft of a student essay. It may contain errors. Then answer questions 38 through 45.

Cherishing Childhood

- 1 The other day, I went to the park with a group of friends to enjoy a picnic and leisurely throw a ball back and forth. On the surface, such a simple outing hardly seems worthy of lengthy consideration. We visit the park often enough. Somehow, this time felt different to me. That day, something *clicked*, as if a part of me I routinely ignore came sharply into focus.
- 2 I sat at a picnic table enjoying a simple snack of apples and cheese and watched my friends play nearby in a field. As I sat, I slowly recognized a subtle difference in the air. I considered my surroundings, trying to pinpoint the change. The bright sun beat down on my face while a slight breeze rustled through the trees. On the surface, everything seemed the same as it always was.
- 3 Suddenly, I realized the difference that I felt was not external, but something internal. My mind, for once, was quiet. No thoughts of upcoming tests battered my brain; no worries about soccer tryouts or student council elections set my heart racing; no insecurities about friendships ran through my head. I simply sat peacefully at a table, basking in the sunshine, sharing an afternoon with friends.
- 4 This may not seem a startling revelation, but to me it felt like a breath of fresh air. The school year bubbled with activity; I spent every day busy with one task after another. I rarely found a chance to enjoy a quiet moment. When I found the time to relax, I often took the opportunity for granted rather than celebrating.
- 5 That day, I paused and saw the moment for what it truly was. I experienced the simple pleasures that every child knows. Instead of cluttering the sunny day with worries of the future, I existed only in the present. The apple in my mouth tasted sweet and fresh. The table I sat upon felt rough, yet comforting in its familiarity. I waved to my friends and smiled a carefree smile. *Carpe diem*, I thought as I rose from the bench and ran to join them. We played a game of catch, and I recalled the joy I felt when my father and I played catch in the backyard. I ran and jumped, threw and caught, behaving very much like a ten-year-old again. Instead of feeling foolish for acting like a child, I savored the freedom of youth. I reminded myself that simplicity, as well as happiness, are often easiest for children to find.
- 6 Unfortunately even the most beautiful days cannot last forever so as the sun began to set we headed home. The peaceful feeling I had found faded, and it quickly became just a pleasant memory. Despite the disappointment I felt as the day ended, I made a promise to myself. In the future, I would pay more attention to the small details and the fleeting moments of bliss. I vowed to appreciate moments of tranquility, and I would enjoy simple pleasures as often as possible. Most importantly, I would not let growing up make me forget the beauty of childhood.

Reporting Category: Language

Numbers 38 through 42

Performance Indicator: 3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.

38.

Read this sentence from the passage.

On the surface, everything seemed the same as it always was.

Which revision to the sentence uses a past participle?

- ☐ A On the surface, everything seemed the same as it always was being.
- ☐ B On the surface, everything seemed the same as it always had been.
- ☐ C On the surface, everything seemed the same as it always has.
- ☐ D On the surface, everything seemed the same as it always is.

Performance Indicator: 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.

39.

Read these sentences from the passage.

We visit the park often enough.
Somehow, this time felt different to me.

How can these sentences be combined to form a single compound sentence?

- ☐ A We visit the park often enough, yet somehow this time felt different to me.
- ☐ B Since we visit the park often enough, somehow this time felt different to me.
- ☐ C We visit the park often enough, because somehow this time felt different to me.
- ☐ D Although we visit the park often enough, and somehow this time felt different to me.

Performance Indicator: 3001.1.7 Recognize correct subject-verb agreement with intervening elements.

40. Which sentence from Paragraph 5 contains an error in subject-verb agreement?

- ☐ A Instead of cluttering the sunny day with worries of the future, I existed only in the present.
- ☐ B We played a game of catch, and I recalled the joy I felt when my father and I played catch in the backyard.
- ☐ C I ran and jumped, threw and caught, behaving very much like a ten-year-old again.
- ☐ D I reminded myself that simplicity, as well as happiness, are often easiest for children to find.

Performance Indicator: 3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

41. Read this sentence from the passage.

As I sat, I slowly recognized a subtle difference in the air.

Read this thesaurus entry.

subtle (*adjective*) synonyms: implied, indirect, indistinct, understated

Which word is an antonym for **subtle**?

- ☐ A intriguing
- ☐ B profound
- ☐ C evident
- ☐ D clever

Performance Indicator: 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).

42. Read this sentence from the passage.

Carpe diem, I thought as I rose from the bench and ran to join them.

What does the phrase ***carpe diem*** mean?

- ☐ A "joy of life"
- ☐ B "seize the day"
- ☐ C "the simple life"
- ☐ D "a spirited group"

Reporting Category: Writing and Research

Performance Indicator: 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

43. Read this sentence from the passage.

Unfortunately even the most beautiful days cannot last forever so as the sun began to set we headed home.

Which revision corrects the punctuation errors?

- ☐ A Unfortunately, even the most beautiful days cannot last forever so, as the sun began to set, we headed home.
- ☐ B Unfortunately, even the most beautiful days cannot last forever; so as the sun began to set, we headed home.
- ☐ C Unfortunately, even the most beautiful days cannot last forever; so, as the sun began to set we headed home.
- ☐ D Unfortunately, even the most beautiful days cannot last forever; so, as the sun began to set, we headed home.

Performance Indicator: 3001.3.6 Select the thesis statement in a writing sample or passage.

44.

Which sentence is the thesis statement?

- ☐ **A** The other day, I went to the park with a group of friends to enjoy a picnic and leisurely throw a ball back and forth.
- ☐ **B** I simply sat peacefully at a table, basking in the sunshine, sharing an afternoon with friends.
- ☐ **C** Despite the disappointment I felt as the day ended, I made a promise to myself.
- ☐ **D** Most importantly, I would not let growing up make me forget the beauty of childhood.

Performance Indicator: 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.

45.

Read this sentence from the passage.

No thoughts of upcoming tests battered my brain; no worries about soccer tryouts or student council elections set my heart racing; no insecurities about friendships ran through my head.

Which word would be the most precise replacement for thoughts in the sentence?

- ☐ **A** concerns
- ☐ **B** musings
- ☐ **C** dreams
- ☐ **D** ideas

Performance Indicator: 3001.4.1 Select the research topic with the highest degree of focus.

46.

A biology teacher assigned a research project to her class. Which research topic has the highest degree of focus?

- ☐ **A** the history of beekeeping
- ☐ **B** pollinating insects, bees, and birds
- ☐ **C** honeybees, wasps, and winged insects
- ☐ **D** improving bee nutrition for healthier colonies

Performance Indicator: 3001.4.4 Evaluate the validity of Web pages as sources of information.

47.

Which Web site is the best source for information about the Lewis and Clark expedition, which searched for an overland route across U.S. territories to the Pacific coast?

- ☐ **A** www.easyhistoryessays.com
- ☐ **B** www.americanpatriots.tnschool.edu
- ☐ **C** www.school.edu/americanhistory/1700-1900
- ☐ **D** www.portraitsofamericanheroes.org/westwardexpansion

Performance Indicator: 3001.4.5 Determine which statement presents an opposing view from those stated on a Web page

48.

Read this Web page.

Are you struggling with your homework? Do you need just a little extra help with your studies? If so, Tutor Headquarters is the answer to your problems. We have well-trained tutors in cities throughout the state designed to help students just like you. Tutor Headquarters tutors are

--available for grades 9 to 12
--trained to help students with math, science, English, or history
--professionally certified
--friendly and reliable

Call now to schedule your initial meeting with your ideal tutor! Both morning and afternoon sessions are now available!

Which statement opposes information from the Web page?

- ☐ A Tutor Headquarters is a statewide service.
- ☐ B Tutors are available for a variety of subjects.
- ☐ C Tutors are able to help elementary school students.
- ☐ D Tutor Headquarters is currently accepting new clients.

Reporting Category: Informational Text

Numbers 49 through 49

Performance Indicator: 3001.6.2 Use the graphics of informational and technical passages to answer questions.

49.

Read these sentences.

Cataracts are the clouding of the normally clear eye lens. Cataracts are the number one cause of treatable blindness in the world, affecting forty-eight percent of blind adults. Cataracts are the result of aging, trauma, health, and heredity.

Which graphic would best add support to the information?

- ☐ A a photo of an eye
- ☐ B a diagram of an eye
- ☐ C a photo of an eye doctor
- ☐ D a pie chart of causes of blindness

Read the speech and answer questions 50 through 56.

Plea for the Baybridge Public Library

- 1 Ladies and gentlemen of the city council, I understand that you have many pressing concerns to address at this meeting, and I thank you for taking the time to listen to me. I stand before you tonight to discuss one of our city's most vital institutions. The Baybridge Public Library is an essential part of our community, and we may lose it before the end of next year. I hope you will join me in my fight to keep its doors open to all of the citizens in our community.
- 2 I understand that at the upcoming budget meeting, you, the city council, will decide how to distribute the city's funds. You will calculate how much money, if any, to dispense toward the library's operating costs. Sadly, the past five years have seen a steady decline in the amount of funding the library has received. If you allow this trend to continue, the library will close by December.
- 3 The Baybridge Public Library provides many necessary services to our area's citizens. Within its walls are numerous shelves of books, including reference and nonfiction volumes as well as classic literary texts and modern fiction for pleasure reading. The library also houses several computers, a copy machine, and a fax machine, all of which are available to the public. Every year Baybridge Public Library sponsors a book drive, where people donate used and new volumes for those less fortunate than themselves. Saturdays see the library filled with the hushed excitement of young voices as kids come to enjoy the weekly Children's Hour reading.
- 4 If insufficient funds force the library to close its doors, all of these resources will be lost. Those in the community who do not own personal computers will not have access to the wealth of information the Internet provides. Students will no longer have a quiet place away from home to study or access to necessary reference materials when school is not in session. Who will organize the annual book drive if the library no longer can? How many young people will miss the fun of Saturday's Children's Hour?
- 5 As you consider the options before you, I ask you to remember the library's history. The Baybridge Public Library began fifty years ago as a small building in the center of town. Its single room housed only a few dozen books. Over the years, the support of the community encouraged the library's growth. Citizens came to the city council to ask for additional funding, and the council granted their request. In its twentieth year, a series of storms caused extensive damage to the library's inventory. Again, the Baybridge community came together and rebuilt what we had lost.
- 6 The citizens of Baybridge fought hard to create, preserve, and protect our library. Now, that institution faces its gravest crisis yet. When you decide how to distribute next year's budget, please keep the Baybridge Public Library in mind. Remember all that it has meant to our community and all that it may do for us in the future.

Reporting Category: Writing and Research

Performance Indicator: 3001.3.15 Identify the mode in which a writing sample is written.

50. **In what mode is the speech written?**

- ☐ A narrative
- ☐ B descriptive
- ☐ C persuasive
- ☐ D informative

Reporting Category: Communication and Media

Performance Indicator: 3001.2.1 Identify the thesis and main points of a challenging speech.

51. **Which sentence from the speech contains the speaker's thesis statement?**

- ☐ A I stand before you tonight to discuss one of our city's most vital institutions.
- ☐ B I hope you will join me in my fight to keep its doors open to all of the citizens in our community.
- ☐ C Sadly, the past five years have seen a steady decline in the amount of funding the library has received.
- ☐ D The citizens of Baybridge fought hard to create, preserve, and protect our library.

Performance Indicator: 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

52. **What is the organizational structure of Paragraph 5?**

- ☐ A order of events
- ☐ B problem–solution
- ☐ C order of importance
- ☐ D comparison–contrast

Performance Indicator: 3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

53. **The speaker encourages the audience to work as a team by**

- ☐ A immediately asserting authority.
- ☐ B demanding that action be taken.
- ☐ C offering to listen to the ideas of others.
- ☐ D gaining the floor in a respectful manner.

Reporting Category: Logic

Numbers 54 through 55

Performance Indicator: 3001.5.4 Analyze cause-effect relationships in text.

54. **According to the speaker, which is an effect of closing the public library?**

- ☐ A Citizens will stop reading books.
- ☐ B The local book drive will be canceled.
- ☐ C Students will earn poor grades in school.
- ☐ D The city council will lose the next election.

Performance Indicator: 3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.

55. **The speaker deleted this sentence from the speech because it contains a logical fallacy.**

Either you allow the library to remain open, or you force our citizens into a state of ignorance.

Which logical fallacy does the sentence contain?

- ☐ A false analogy
- ☐ B appeal to fear
- ☐ C false dilemma
- ☐ D personal attack

**Reporting Category: Writing and
Numbers 56 through 57 Research**

Performance Indicator: 3001.4.2 Differentiate between primary and secondary sources.

56.

Which primary source of information supports the speaker's argument in the speech?

- ☐ **A** an encyclopedia entry about the history of public libraries
- ☐ **B** an interview with a local citizen about preserving public libraries
- ☐ **C** a newspaper article discussing the importance of public libraries
- ☐ **D** a magazine article about the increasing popularity of public libraries

Performance Indicator: 3001.4.2 Differentiate between primary and secondary sources.

57.

Which is a primary source for a report about Sir Edmund Hillary's expedition to be the first to reach the summit of Mount Everest?

- ☐ **A** a biography about Sir Edmund Hillary
- ☐ **B** an encyclopedia entry about Mount Everest
- ☐ **C** a textbook chapter about mountainous regions
- ☐ **D** a journal entry from a mountaineer during an expedition

Reporting Category: Literature

Numbers 58 through 60

Performance Indicator: 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

58.

Read this excerpt from a poem.

The crisp autumn air reaches
through the branches
of half-bare trees
tickling my arms.

Which figure of speech does this excerpt contain?

- ☐ A personification
- ☐ B hyperbole
- ☐ C simile
- ☐ D pun

Performance Indicator: 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

59.

Read the excerpt from a short story.

Madison looked out from behind the curtains. Families waiting for the piano recital to begin filled the seats of the theater. Taking a deep breath, she stepped back, eager for the performances to begin.

As she moved away, Royce stepped up to take Madison's place. Looking out at the crowd, he breathed deeply in an attempt to calm his jangling nerves. This was his first performance in a piano recital and although he knew he was prepared, he could still feel the butterflies filling his stomach.

The excerpt is written from which point of view?

- ☐ A first person
- ☐ B third-person limited
- ☐ C third-person objective
- ☐ D third-person omniscient

Performance Indicator: 3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.

60.

Read this poem.

The rain falls in sheets around the city.
It covers the flowers in blankets and
flows over the car in a warm embrace.
The rain drapes itself over the grass,
giving back the color stolen by the sun.

What does the rain represent in the poem?

- ☐ A life
- ☐ B peace
- ☐ C energy
- ☐ D comfort

Reporting Category: Communication and Media

Numbers 61 through 61

Performance Indicator: 3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

61.

This photo appears in a brochure for the town botanical gardens.



Which element is used to convey a sense of welcome?

- ☐ A object arrangement
- ☐ B special effects
- ☐ C camera angle
- ☐ D lighting

Reporting Category: Language

Numbers 62 through 63

Performance Indicator: 3001.1.3 Use a variety of techniques to correct sentence fragments.

62.

Read these sentences.

As a child I loved it. When my mother read to me. She had to read me book after book, and even then that was not enough. I always insisted, "Just one more, please."

What is the **best** way to correct the underlined section?

- ☐ A I loved it, as a child, when my mother read to me.
- ☐ B As a child when my mother read to me, I loved it.
- ☐ C When my mother read to me, as a child I loved it.
- ☐ D As a child, I loved it when my mother read to me.

Performance Indicator: 3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

63.

Read this sentence.

Lilly could not fall asleep she was excited about her first day of school.

What is the correct way to revise the underlined section to correct the run-on sentence?

- ☐ A asleep: she
- ☐ B asleep- she
- ☐ C asleep but she
- ☐ D asleep because she

Reporting Category: Writing and Research

Numbers 64 through 64

Performance Indicator: 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

64.

Read these sentences.

Thomas Jefferson was the third president of the United States of America. He wrote the Declaration of Independence. He was also an inventor.

What is the best way to combine the sentences?

- ☐ **A** He was the third president of the United States of America, an inventor and Thomas Jefferson wrote the Declaration of Independence.
- ☐ **B** Thomas Jefferson was an inventor, wrote the Declaration of Independence, and became the third president of the United States of America.
- ☐ **C** Thomas Jefferson wrote the Declaration of Independence and was an inventor and he became the third president of the United States of America.
- ☐ **D** He was an inventor, writer of the Declaration of Independence and Thomas Jefferson became the third president of the United States of America.

Reporting Category: Communication and Media

Numbers 65 through 65

Performance Indicator: 3001.7.2 Select the type of conflict represented in a non-print medium.

65.

Look at the photo.



What is the primary conflict in this photo?

- ☐ **A** person vs. self
- ☐ **B** person vs. nature
- ☐ **C** person vs. person
- ☐ **D** person vs. machine

Read this research report and the short story, then answer questions 66 through 74.

The First High Flier

The man stood high above the audience, wearing a skin-tight garment. No one had ever seen someone do what he was about to do—jump from one swinging bar to another while suspended in the air, doing a midair somersault. People swung from bar to bar on the ground, but who could imagine doing that in the air without a net? He did that, though, soaring through the air like a bird, defying gravity, and taking the breath away from his audience. The French acrobat Jules Leotard was the first to perform on the flying trapeze in a twelve-minute act that took the world by storm.

"He'd fly through the air with the greatest of ease, / That daring young man on the flying trapeze." The wistful 1868 song still sung to children is about Jules Leotard. His first performance was at Paris's *Cirque Napoleon*, on November 12, 1859. The costume he wore still bears his name: the leotard, which is popular with dancers and gymnasts. This form-fitting garment kept him from getting entangled with the ropes while he performed his stunts.

Leotard's father was a gymnastics teacher and taught his son the skills to be an acrobat. Leotard first began practicing his flying trapeze act over the swimming pool in his father's gymnasium, using the water below to break his fall. After his initial performance, he traveled through Europe with his fellow acrobats and eventually performed at the Alhambra Theatre in England.

Within a few years, other "fliers" began doing single and double somersaults, soon progressing to triples. These acts of amazing human skill and daring brought a new surge of interest to the circus even as far away as America.

Sadly, Leotard died at the age of 28 from an infectious disease. However, he will always live on through his gravity-defying stunts that helped bring about a golden era for the circus.

Chart of High Flying Time Line

1842	Jules Leotard is born.
1859	Jules Leotard performs the first flying trapeze act in Paris.
1870	A catcher was added to the flying trapeze act, which was a second person who hung by his knees and caught the other flyer by the arms.
1873	The first double back somersault is performed by flying trapeze artist Eddie Silbon in Paris.
1897	Lena Jordan from Latvia performs the first triple somersault on the trapeze.
1920's	Ringling Bros. and Barnum and Bailey Circus introduces "The Flying Concellos," a high flying act with Antoinette and Art Concello, who could both do the triple.

The birth and growth of the high flying trapeze act

An Unexpected Flight

I looked down at my classmates from the small platform and gulped, wondering how I ended up here. As someone who fears heights, I certainly was not begging to climb twelve feet in the air and swing on a trapeze in front of my entire gym class.

"Who would like to 'fly through the air with the greatest of ease'?" the man asked a mere ten minutes ago, though it felt more like ten years. Hands shot in the air like acrobats shot from cannons at a circus. He had already demonstrated his art on a much higher trapeze, brought to the gym especially for a lesson in gymnastics. I admired the way the man's body flipped through the air, hands grasping the upcoming bar with an almost eerie certainty. He did not even need the net stretched below him.

When he finished his demonstration, he gazed into the audience to select a volunteer from our class. A queasiness gripped me when he eyeballed me and said, "Why don't you get on up here?"

I will need the net, I grumbled to myself, willing my hands to stop sweating but failing miserably. The trapeze artist chatted with the class as he strapped me into a safety harness that did not particularly reduce my anxiety.

The man clapped me on the back, and said, "All you're going to do is swing back and forth, and you're not even going to jump to the other bar. You've got nothing to worry about!" He meant this to be comforting, but it only irritated me. Just because he spent every day flying fifty feet above the ground did not mean the rest of us were used to seeing the tops of our friends' heads.

I gripped the bar tightly in my hands. It was not too late to back out, I told myself, but I knew I would never live it down if I stepped off the platform now. Then he said in a low voice just to me, "It really is just like flying." Away I went as he gave me a small push. I did not go flying gracefully like the song said, but I did fly. My hair blew back and my body felt solid as it cut through the air. Everyone below exploded into applause and shouts. A broad grin crossed my face as I discovered I liked flying after all.

Reporting Category: Logic

Numbers 66 through 66

Performance Indicator: 3001.5.3 Evaluate text for fact and opinion.

66. Which statement from "The First High Flier" contains an opinion?

- ☐ A The costume he wore still bears his name: the leotard, which is popular with dancers and gymnasts.
- ☐ B Leotard's father was a gymnastics teacher and taught his son the skills to be an acrobat.
- ☐ C After his initial performance, he traveled through Europe with his fellow acrobats and eventually performed at the Alhambra Theatre in England.
- ☐ D These acts of amazing human skill and daring brought a new surge of interest to the circus even as far away as America.

Reporting Category: Informational Text

Numbers 67 through 71

Performance Indicator: 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

67.

Read this paragraph from "The First High Flier."

Leotard's father was a gymnastics teacher and taught his son the skills to be an acrobat. Leotard first began practicing his flying trapeze act over the swimming pool in his father's gymnasium, using the water below to break his fall. After his initial performance, he traveled through Europe with his fellow acrobats and eventually performed at the Alhambra Theatre in England.

What is the implied main idea of the paragraph?

- ☐ A Leotard's father was a gymnast of impressive skill.
- ☐ B Leotard's flying trapeze act was dangerous for him to do.
- ☐ C Leotard worked hard to build on skills that his father gave him.
- ☐ D Leotard believed his trapeze act would be popular in many countries.

Performance Indicator: 3001.6.2 Use the graphics of informational and technical passages to answer questions.

68.

What is the purpose of the timeline graphic in "The First High Flier"?

- ☐ A It highlights the most important information in the article.
- ☐ B It condenses the information in the passage and adds related facts.
- ☐ C It shows the most important events during that time period and how Leotard impacted the world.
- ☐ D It expands on the life of Jules Leotard to provide a more complete description of the trapeze artist.

Performance Indicator: 3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

69.

How is "The First High Flier" primarily organized?

- ☐ A cause-effect
- ☐ B problem-solution
- ☐ C chronological order
- ☐ D order of importance

Performance Indicator: 3001.6.5 Synthesize information across two or more informational or technical texts.

70.

Based on the article and the timeline, what do Jules Leotard and Eddie Silbon have in common?

- ☐ A Both overcame difficult challenges.
- ☐ B Both were trained by someone in their family.
- ☐ C Both pioneered a stunt on the high-flying trapeze.
- ☐ D Both tried different careers before becoming acrobats.

Performance Indicator: 3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

71. Which graphic would be the **best** addition to support the main idea of "An Unexpected Flight"?

- ☐ A a photograph of a person in a harness on a trapeze
- ☐ B a photograph of a modern trapeze with a safety net
- ☐ C a graph showing the popularity of favorite circus acts
- ☐ D a chart listing the names of different trapeze stunts

Reporting Category: Writing and Research

Numbers 72 through 72

Performance Indicator: 3001.3.10 Identify the targeted audience for a selected passage.

72. The author's intended audience for "An Unexpected Flight" is most likely students who are

- ☐ A familiar with the high-flying trapeze.
- ☐ B comfortable learning new physical skills.
- ☐ C facing a new experience that intimidates them.
- ☐ D learning how to perform in a high-flying trapeze act.

Reporting Category: Communication and Media

Numbers 73 through 73

Performance Indicator: 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

73. Read this excerpt from "The First High Flier."

People swung from bar to bar on the ground, but who could imagine doing that in the air without a net? He did that, though, soaring through the air like a bird, defying gravity, and taking the breath away from his audience.

Read this excerpt from "An Unexpected Flight."

"Who would like to 'fly through the air with the greatest of ease'?" the man asked a mere ten minutes ago, though it felt more like ten years. Hands shot in the air like acrobats shot from cannons at a circus. He had already demonstrated his art on a much higher trapeze, brought to the gym especially for a lesson in gymnastics. I admired the way the man's body flipped through the air, hands grasping the upcoming bar with an almost eerie certainty. He did not even need the net stretched below him.

How are the two excerpts similar?

- ☐ A Both are written with a factual, serious tone.
- ☐ B Both show the development of a likable, unique character.
- ☐ C Both portray the emotions of the person on the flying trapeze.
- ☐ D Both contain figurative language to describe the flying trapeze.

Reporting Category: Literature

Numbers 74 through 74

Performance Indicator: 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

74.

How do “An Unexpected Flight” and “The First High Flier” differ in the treatment of a similar topic?

- ☐ **A** The short story states an opinion, whereas the article gives factual information.
- ☐ **B** The short story describes the character’s thoughts, whereas the article describes the subject’s actions.
- ☐ **C** The short story makes flying on a trapeze seem enjoyable, whereas the article makes it seem dangerous.
- ☐ **D** The short story allows the reader to draw a conclusion, whereas the article leads the reader to a given conclusion.

Reporting Category: Language

Numbers 75 through 75

Performance Indicator: 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they’re, its/it’s, your/you’re, whose/who’s, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

75.

Which sentence uses the underlined word correctly?

- ☐ **A** No one anticipated how the cancellation of the science test would effect the students.
- ☐ **B** The principal of the matter is that no one should be in the building before school starts.
- ☐ **C** Many students chose to attend our school because of the helpful guidance from our principle.
- ☐ **D** I did not realize how much forgetting my homework would affect my grade on my first report card.

Reporting Category: Writing and Research

Numbers 76 through 77

Performance Indicator: 3001.3.11 Determine the writer's purpose in a writing sample.

76.

Read this excerpt from a magazine article.

Every day, millions of Americans must cope with fatigue. Work, school, and personal problems make an exhausting combination for adults and children alike. Unfortunately, most people do not realize that they can use exercise to combat the effects of fatigue.

Based on this excerpt, what is most likely the author's purpose for writing the article?

- ☐ A to persuade the reader that fatigue is unavoidable
- ☐ B to educate the reader about the benefits of exercise
- ☐ C to describe the connection between work and fatigue
- ☐ D to compare the active lifestyles of children and adults

Performance Indicator: 3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

77.

Read this paragraph.

All the signs of fall are starting to reveal themselves. The leaves are beginning to change, and there is a cool breeze in the air. From the harsh blazing sun of summer, to the softer, golden light of autumn. The light outside is subtly beginning to change.

Which sentence is the best revision of the underlined section?

- ☐ A Subtly, the light is beginning to change, from the harsh, blazing sun of summer, to the softer, golden light of autumn.
- ☐ B The light is beginning to change, subtly, to the softer golden light of autumn, from the harsh blazing sun of summer.
- ☐ C Subtly, to the softer, golden light of autumn, the light is beginning to change from the harsh, blazing sun of summer.
- ☐ D The light is subtly beginning to change from the harsh, blazing sun of summer to the softer, golden light of autumn.

Reporting Category: Communication and Media

Numbers 78 through 78

Performance Indicator: 3001.7.1 Draw an inference from a non-print medium.

78.

Look at the photo.



What can be inferred from this photo?

- ☐ A A woman is admiring a boat.
- ☐ B The women are on a vacation.
- ☐ C A woman is stuck on the rocks.
- ☐ D The women are taking pictures.

Form 5: English 1

Item Number	Correct Answer	Performance Indicator
1	C	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
2	D	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
3	C	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
4	A	3001.5.1 Make inferences and draw conclusions based on evidence in text.
5	D	3001.5.2 Choose a logical word to complete an analogy.
6	B	3001.8.7 Differentiate between mood and tone in poetry or prose.
7	A	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
8	C	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
9	B	3001.2.2 Distinguish between a summary and a paraphrase.
10	B	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
11	D	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
12	C	3001.7.3 Choose a visual image that best reinforces a viewpoint.
13	D	3001.7.1 Draw an inference from a non-print medium.

14	A	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
15	A	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
16	B	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
17	B	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
18	D	3001.7.2 Select the type of conflict represented in a non-print medium.
19	A	3001.2.2 Distinguish between a summary and a paraphrase.
20	B	3001.2.3 Distinguish between a critique and a summary.
21	C	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
22	C	3001.3.2 Choose the most effective order of sentences in a paragraph.
23	B	3001.3.9 Identify a statement that reveals the writer's attitude.
24	A	3001.3.13 Select the proper format to convey a set of work-related information.
25	B	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
26	B	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
27	A	3001.5.10 Identify a false premise in text.
28	A	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
29	B	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.

30	D	3001.7.6 Infer the mood represented in a non-print medium.
31	C	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
32	D	3001.4.1 Select the research topic with the highest degree of focus.
33	A	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
34	B	3001.8.7 Differentiate between mood and tone in poetry or prose.
35	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
36	C	3001.8.14 Identify classical, historical, and literary allusions in context.
37	B	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
38	B	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
39	A	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
40	D	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
41	C	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
42	B	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
43	D	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
44	D	3001.3.6 Select the thesis statement in a writing sample or passage.

45	A	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
46	D	3001.4.1 Select the research topic with the highest degree of focus.
47	D	3001.4.4 Evaluate the validity of Web pages as sources of information.
48	C	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page
49	B	3001.6.2 Use the graphics of informational and technical passages to answer questions.
50	C	3001.3.15 Identify the mode in which a writing sample is written.
51	B	3001.2.1 Identify the thesis and main points of a challenging speech.
52	A	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
53	D	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
54	B	3001.5.4 Analyze cause-effect relationships in text.
55	C	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
56	B	3001.4.2 Differentiate between primary and secondary sources.
57	D	3001.4.2 Differentiate between primary and secondary sources.
58	A	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
59	D	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

60	D	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
61	A	3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
62	D	3001.1.3 Use a variety of techniques to correct sentence fragments.
63	D	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
64	B	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
65	B	3001.7.2 Select the type of conflict represented in a non-print medium.
66	D	3001.5.3 Evaluate text for fact and opinion.
67	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
68	B	3001.6.2 Use the graphics of informational and technical passages to answer questions.
69	C	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
70	C	3001.6.5 Synthesize information across two or more informational or technical texts.
71	A	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
72	C	3001.3.10 Identify the targeted audience for a selected passage.
73	D	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
74	B	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

75	D	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
76	B	3001.3.11 Determine the writer's purpose in a writing sample.
77	D	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
78	B	3001.7.1 Draw an inference from a non-print medium.

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	C	3001.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb- subject complement, subject-action verb-direct object-object complement).
2	D	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
14	A	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
15	A	3001.1.12 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
16	B	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
38	B	3001.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
39	A	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
40	D	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
41	C	3001.1.15 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
42	B	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
62	D	3001.1.3 Use a variety of techniques to correct sentence fragments.

63	D	3001.1.6 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
75	D	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
3	C	3001.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
17	B	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
22	C	3001.3.2 Choose the most effective order of sentences in a paragraph.
23	B	3001.3.9 Identify a statement that reveals the writer's attitude.
24	A	3001.3.13 Select the proper format to convey a set of work-related information.
29	B	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.
31	B	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
32	D	3001.4.1 Select the research topic with the highest degree of focus.
43	D	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
44	D	3001.3.6 Select the thesis statement in a writing sample or passage.
45	A	3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.
46	D	3001.4.1 Select the research topic with the highest degree of focus.
47	D	3001.4.4 Evaluate the validity of Web pages as sources of information.
48	C	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page
50	C	3001.3.15 Identify the mode in which a writing sample is written.

56	B	3001.4.2 Differentiate between primary and secondary sources.
57	D	3001.4.2 Differentiate between primary and secondary sources.
64	B	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
72	C	3001.3.10 Identify the targeted audience for a selected passage.
76	B	3001.3.11 Determine the writer's purpose in a writing sample.
77	D	3001.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
9	B	3001.2.2 Distinguish between a summary and a paraphrase.
10	B	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
12	C	3001.7.3 Choose a visual image that best reinforces a viewpoint.
13	D	3001.7.1 Draw an inference from a non-print medium.
18	D	3001.7.2 Select the type of conflict represented in a non-print medium.
19	A	3001.2.2 Distinguish between a summary and a paraphrase.
20	B	3001.2.3 Distinguish between a critique and a summary.
21	C	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
30	D	3001.7.6 Infer the mood represented in a non-print medium.
51	B	3001.2.1 Identify the thesis and main points of a challenging speech.
52	A	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
53	D	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
61	A	3001.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

65	B	3001.7.2 Select the type of conflict represented in a non-print medium.
73	D	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
78	B	3001.7.1 Draw an inference from a non-print medium.

Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
4	A	3001.5.1 Make inferences and draw conclusions based on evidence in text.
5	D	3001.5.2 Choose a logical word to complete an analogy.
25	B	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
26	B	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
27	A	3001.5.10 Identify a false premise in text.
28	A	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
54	B	3001.5.4 Analyze cause-effect relationships in text.
55	C	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
66	D	3001.5.3 Evaluate text for fact and opinion.

Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
49	B	3001.6.2 Use the graphics of informational and technical passages to answer questions.
67	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
68	B	3001.6.2 Use the graphics of informational and technical passages to answer questions.
69	C	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
70	C	3001.6.5 Synthesize information across two or more informational or technical texts.
71	A	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
6	B	3001.8.7 Differentiate between mood and tone in poetry or prose.
7	A	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
8	C	3001.8.11 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
11	D	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
33	A	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
34	B	3001.8.7 Differentiate between mood and tone in poetry or prose.
35	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
36	C	3001.8.14 Identify classical, historical, and literary allusions in context.
37	B	3001.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
58	A	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
59	D	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
60	D	3001.8.5 Determine the significance/meaning of a symbol in poetry or prose.
74	B	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).